



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 12661803  
SAU: MSAD 75  
School: Harpswell Islands School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
Science Results .....	10-12

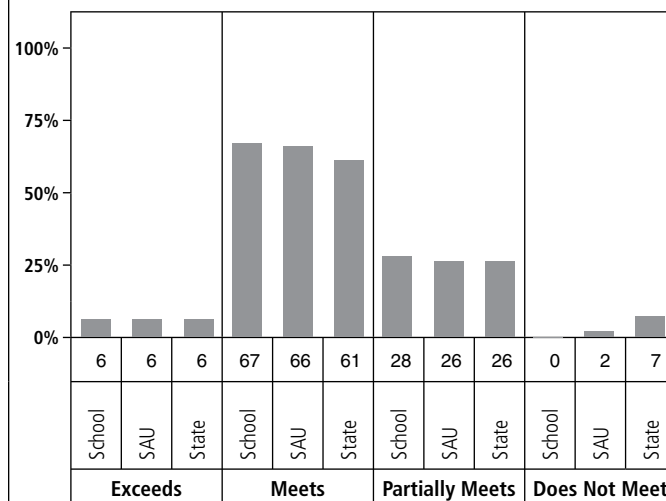
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: MSAD 75  
School: Harpswell Islands School

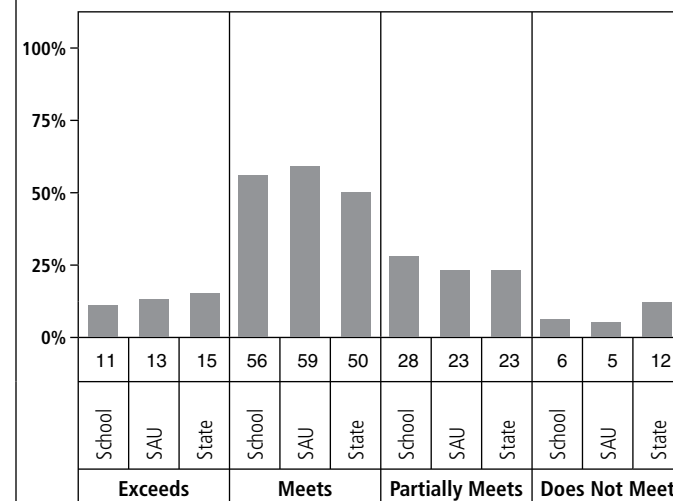
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b> 2006–2007 2007–2008 <b>2008–2009</b> Cum. Avg.*	550 541 <b>546</b> 546	547 545 <b>547</b> 546	544 545 <b>546</b> 545
<b>Mathematics</b> 2006–2007 2007–2008 <b>2008–2009</b> Cum. Avg.*	550 545 <b>544</b> 547	549 549 <b>549</b> 549	546 546 <b>547</b> 546
<b>Science</b> 2008–2009**	<b>545</b>	<b>545</b>	<b>543</b>

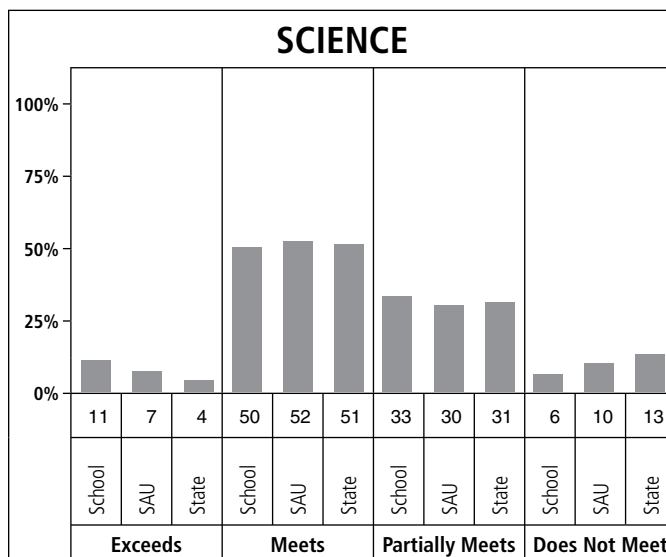
## ELA – READING



## MATHEMATICS



## SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: MSAD 75  
School: Harpswell Islands School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	18	100	193	100	14212	100	18	100	192	100	14135	100	18	100	192	100	14144	100	18	100	192	100	14137	100
<b>Ethnicity</b> African American/Black	0	0	2	1	397	3	0	0	2	100	388	98	0	0	2	100	393	99	0	0	2	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	1	1	259	2	0	0	1	100	253	98	0	0	1	100	258	100	0	0	1	100	257	99
Hispanic	0	0	3	2	175	1	0	0	3	100	172	99	0	0	3	100	172	99	0	0	3	100	173	99
Caucasian/White	18	100	187	97	13271	93	18	100	186	100	13212	100	18	100	186	100	13211	100	18	100	186	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	7	39	48	25	2479	17	7	100	47	100	2454	100	7	100	47	100	2455	100	7	100	47	100	2451	99
<b>Current LEP</b>	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
<b>Economically disadvantaged</b>	5	28	55	28	5848	41	5	100	55	100	5815	100	5	100	55	100	5819	100	5	100	55	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	9	50	134	69	10849	76	9	50	134	69	10872	76	9	50	134	69	10976	77
Identified disability (PET/IEP)	0	0	6	4	298	3	0	0	6	4	307	3	0	0	6	4	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
<b>Participation with accommodations</b>	9	50	57	30	3122	22	9	50	57	30	3124	22	9	50	57	30	3019	21
Identified disability (PET/IEP)	7	78	40	70	1992	64	7	78	40	70	2000	64	7	78	40	70	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	2	22	7	12	84	3	2	22	7	12	86	3	2	22	7	12	81	3
Other	0	0	10	18	907	29	0	0	10	18	886	28	0	0	10	18	826	27
<b>Participation through alternate assessment (PAAP)</b>	0	0	1	1	164	1	0	0	1	1	148	1	0	0	1	1	142	1
Identified disability (PET/IEP)	0	0	1	100	164	100	0	0	1	100	148	100	0	0	1	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	1	1	19	0	0	0	1	1	19	0	0	0	1	1	20	0
<b>Non-participation – other</b>	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 75  
School: Harpswell Islands School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	2	6	17	7	702	5
	2007-2008	1	4	6	3	659	5
	<b>2008-2009</b>	<b>1</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>836</b>	<b>6</b>
	Cum. Total*	4	5	35	5	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	23	74	134	58	7730	55
	2007-2008	6	25	141	61	8195	58
	<b>2008-2009</b>	<b>12</b>	<b>67</b>	<b>126</b>	<b>66</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	41	56	401	62	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	6	19	70	30	4182	30
	2007-2008	15	63	69	30	3800	27
	<b>2008-2009</b>	<b>5</b>	<b>28</b>	<b>49</b>	<b>26</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	26	36	188	29	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	0	0	10	4	1419	10
	2007-2008	2	8	14	6	1362	10
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>973</b>	<b>7</b>
	Cum. Total*	2	3	28	4	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Reading Total Points</b>	<b>48</b>	<b>100</b>	31.2	65.0	31.8	66.3	30.8	64.2
<b>A1/A2 Interconnected Elements/Literary Text</b>	<b>24</b>	<b>50</b>	15.2	63.3	15.7	65.4	15.0	62.5
<b>A1/A3 Interconnected Elements/Informational Text</b>	<b>24</b>	<b>50</b>	16.1	67.1	16.1	67.1	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 5

SAU: MSAD 75

School: Harpswell Islands School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	18	1	6	12	67	5	28	0	0	546	191	6	66	26	2	547	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	0										2						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										1						252	11	58	21	11	547
Hispanic	0										3						166	4	54	32	10	543
Caucasian/White	18	1	6	12	67	5	28	0	0	546	185	6	66	25	2	547	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	5	71	2	29	0	0	545	46	0	46	46	9	540	2290	0	29	47	23	537
No	11	1	9	7	64	3	27	0	0	546	145	8	72	19	0	549	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										0						354	1	35	34	30	538
No	18	1	6	12	67	5	28	0	0	546	191	6	66	26	2	547	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	5	0	0	2	40	3	60	0	0	542	55	2	60	35	4	544	5716	2	51	35	12	542
No	13	1	8	10	77	2	15	0	0	547	136	8	68	22	1	548	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	18	1	6	12	67	5	28	0	0	546	191	6	66	26	2	547	13963	6	61	26	7	546
<b>Gender</b>																						
Female	7	1	14	4	57	2	29	0	0	548	96	8	67	23	2	548	6882	8	62	24	6	547
Male	11	0	0	8	73	3	27	0	0	544	95	4	65	28	2	546	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										38	0	55	45	0	543	1914	1	41	44	14	540
No	18	1	6	12	67	5	28	0	0	546	153	8	69	21	3	548	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	1										5	80	20	0	0	566	450	26	72	2	0	557
No	17	0	0	12	71	5	29	0	0	545	186	4	67	26	2	547	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 75

School: Harpswell Islands School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										2	0	75	0	25	535	4	2	40	34	24	540
B. less than one hour	67	1	8	7	58	4	33	0	0	546	71	6	64	29	1	547	70	6	63	26	6	546
C. one to two hours	33	0	0	5	83	1	17	0	0	547	26	8	72	18	2	548	24	7	61	26	6	546
D. more than two hours	0										1	0	100	0	0	554	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	22	1	25	3	75	0	0	0	0	553	43	14	69	16	1	551	36	10	67	18	5	549
B. good	44	0	0	5	63	3	38	0	0	543	40	1	64	33	1	545	47	5	62	27	6	546
C. fair	28	0	0	3	60	2	40	0	0	544	14	0	65	27	8	543	15	2	47	40	12	541
D. poor	6	0	0	1	100	0	0	0	0	554	4	0	57	43	0	545	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	33	1	17	4	67	1	17	0	0	549	35	11	70	18	2	550	31	9	65	20	5	548
B. They match some of what I have learned.	50	0	0	6	67	3	33	0	0	544	52	5	69	24	1	547	55	5	63	27	5	546
C. They match just a little of what I have learned.	17	0	0	2	67	1	33	0	0	547	11	0	50	45	5	542	10	3	45	38	14	542
D. There is no match.	0										3	0	33	50	17	537	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	28	0	0	4	80	1	20	0	0	546	16	0	63	27	10	543	16	3	49	32	15	542
B. about the same as my regular schoolwork	67	1	8	7	58	4	33	0	0	546	68	8	67	25	0	548	64	7	63	25	5	547
C. easier than my regular schoolwork	6	0	0	1	100	0	0	0	0	544	16	3	68	26	3	547	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	0	0	2	100	0	0	537	10	0	33	50	17	537	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	50	0	0	8	89	1	11	0	0	546	47	2	70	27	1	546	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	39	1	14	4	57	2	29	0	0	548	43	12	70	18	0	550	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	6	0	0	1	100	0	0	0	0	544	15	10	76	14	0	551	20	10	64	21	5	548
B. 20 minutes to an hour	78	1	7	11	79	2	14	0	0	547	73	6	67	24	2	547	56	7	65	24	5	547
C. less than 20 minutes	11	0	0	0	0	2	100	0	0	540	9	0	53	41	6	543	10	3	52	33	12	543
D. I rarely read at home.	6	0	0	0	0	1	100	0	0	540	3	0	40	60	0	542	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	12	0	0	1	50	1	50	0	0	549	14	0	50	42	8	540	25	3	53	33	11	543
B. six to ten pages	35	0	0	5	83	1	17	0	0	544	14	4	65	27	4	546	26	6	61	26	7	546
C. eleven or more pages	53	1	11	5	56	3	33	0	0	547	72	8	69	22	1	549	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	1	100	0	0	534	50	0	0	100	0	534						
B.	0										50	0	0	100	0	536						
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 75  
School: Harpswell Islands School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	8	26	41	18	1711	12
	2007-2008	2	8	32	14	1617	12
	<b>2008-2009</b>	<b>2</b>	<b>11</b>	<b>25</b>	<b>13</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	12	16	98	15	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	12	39	118	51	6778	48
	2007-2008	9	38	131	57	7284	52
	<b>2008-2009</b>	<b>10</b>	<b>56</b>	<b>112</b>	<b>59</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	31	42	361	55	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	6	19	51	22	3884	28
	2007-2008	13	54	52	23	3341	24
	<b>2008-2009</b>	<b>5</b>	<b>28</b>	<b>44</b>	<b>23</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	24	33	147	23	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	5	16	21	9	1683	12
	2007-2008	0	0	15	7	1778	13
	<b>2008-2009</b>	<b>1</b>	<b>6</b>	<b>10</b>	<b>5</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	6	8	46	7	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	23.6	49.2	26.7	55.6	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	9.2	51.1	10.8	60.0	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	4.8	48.0	5.4	54.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	4.5	45.0	4.5	45.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	5.1	51.0	6.0	60.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 5

SAU: MSAD 75

School: Harpswell Islands School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	18	2	11	10	56	5	28	1	6	544	191	13	59	23	5	549	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	0										2						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										1						257	19	50	20	12	548
Hispanic	0										3						166	9	43	31	17	543
Caucasian/White	18	2	11	10	56	5	28	1	6	544	185	13	59	22	5	549	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	1	14	4	57	2	29	0	0	545	46	9	37	37	17	541	2307	3	32	32	33	536
No	11	1	9	6	55	3	27	1	9	544	145	14	66	19	1	551	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	0										0						365	5	33	30	32	536
No	18	2	11	10	56	5	28	1	6	544	191	13	59	23	5	549	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	5	0	0	3	60	1	20	1	20	536	55	7	60	24	9	545	5731	7	46	29	18	542
No	13	2	15	7	54	4	31	0	0	548	136	15	58	23	4	550	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	18	2	11	10	56	5	28	1	6	544	191	13	59	23	5	549	13988	15	50	23	12	547
<b>Gender</b>																						
Female	7	1	14	5	71	1	14	0	0	549	96	14	59	24	3	549	6889	14	51	23	12	546
Male	11	1	9	5	45	4	36	1	9	542	95	13	58	22	7	548	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										38	3	55	37	5	544	1918	3	39	36	22	539
No	18	2	11	10	56	5	28	1	6	544	153	16	59	20	5	550	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	1										5	100	0	0	0	574	450	64	34	2	0	564
No	17	1	6	10	59	5	29	1	6	543	186	11	60	24	5	548	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 75

School: Harpswell Islands School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										2	0	25	50	25	535	4	8	38	26	28	539
B. less than one hour	67	2	17	7	58	3	25	0	0	548	71	14	61	21	4	549	70	15	52	23	10	547
C. one to two hours	33	0	0	3	50	2	33	1	17	538	26	12	56	26	6	549	24	15	51	23	11	547
D. more than two hours	0										1	0	100	0	0	554	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	17	1	33	2	67	0	0	0	0	559	34	25	63	9	3	554	34	28	50	14	8	552
B. good	50	1	11	7	78	1	11	0	0	548	43	11	61	24	4	549	45	11	54	24	10	546
C. fair	22	0	0	0	0	3	75	1	25	530	21	0	54	36	10	542	18	3	45	33	19	540
D. poor	11	0	0	1	50	1	50	0	0	539	3	0	20	60	20	535	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	22	1	25	2	50	1	25	0	0	551	38	18	63	19	0	552	38	22	52	19	7	550
B. They match some of what I have learned.	67	1	8	6	50	4	33	1	8	542	51	12	56	28	4	548	48	12	53	24	11	546
C. They match just a little of what I have learned.	6	0	0	1	100	0	0	0	0	544	9	0	56	11	33	540	11	6	40	30	24	540
D. There is no match.	6	0	0	1	100	0	0	0	0	546	1	0	100	0	0	546	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	17	0	0	2	67	1	33	0	0	541	14	8	46	31	15	543	17	7	42	30	21	540
B. about the same as my regular schoolwork	67	0	0	7	58	4	33	1	8	541	65	12	61	24	2	549	64	15	53	23	10	547
C. easier than my regular schoolwork	17	2	67	1	33	0	0	0	0	563	21	20	63	13	5	552	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										4	0	29	14	57	531	7	6	39	27	27	539
B. 30–45 minutes	28	1	20	3	60	1	20	0	0	550	23	12	58	28	2	548	28	9	49	28	15	544
C. 45–60 minutes	72	1	8	7	54	4	31	1	8	542	46	11	62	22	5	549	41	17	53	21	9	548
D. more than 60 minutes	0										28	19	58	21	2	552	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	11	0	0	0	0	1	50	1	50	524	5	20	50	20	10	549	6	14	43	24	20	543
B. two or three days a week	56	2	20	5	50	3	30	0	0	549	38	12	55	29	4	549	24	17	52	21	10	548
C. two or three times each month	17	0	0	2	67	1	33	0	0	544	33	16	70	14	0	552	33	17	52	21	9	548
D. never or almost never	17	0	0	3	100	0	0	0	0	544	23	9	52	25	14	544	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	28	0	0	4	80	0	0	1	20	542	26	6	49	31	14	543	23	13	47	26	15	545
B. two or three days a week	28	0	0	2	40	3	60	0	0	539	36	13	68	18	1	551	31	17	52	21	10	548
C. two or three times each month	39	1	14	4	57	2	29	0	0	547	27	18	63	20	0	551	27	17	52	21	10	548
D. never or almost never	6	1	100	0	0	0	0	0	0	564	12	18	45	27	9	548	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	0	0	1	100	514	50	0	0	0	100	514						
B.	0										50	0	0	100	0	540						
C.	0										0											
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 75  
School: Harpswell Islands School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	2	11	14	7	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	9	50	100	52	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	6	33	57	30	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	1	6	20	10	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	30.1	62.7	30.3	63.1	29.2	60.8
<b>D. The Physical Setting</b>	24	50	13.6	56.7	13.3	55.4	12.9	53.8
<b>E. The Living Environment</b>	24	50	16.5	68.8	16.9	70.4	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 75  
School: Harpswell Islands School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	18	2	11	9	50	6	33	1	6	545	191	7	52	30	10	545	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	0										2						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										1						256	5	51	27	17	542
Hispanic	0										3						167	1	40	37	22	539
Caucasian/White	18	2	11	9	50	6	33	1	6	545	185	7	53	29	11	545	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	1	14	4	57	2	29	0	0	548	46	4	46	37	13	542	2309	2	29	39	29	536
No	11	1	9	5	45	4	36	1	9	543	145	8	54	28	10	546	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	0										0						361	1	23	32	44	533
No	18	2	11	9	50	6	33	1	6	545	191	7	52	30	10	545	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	5	0	0	3	60	2	40	0	0	542	55	4	55	27	15	543	5729	2	42	37	20	539
No	13	2	15	6	46	4	31	1	8	546	136	9	51	31	9	546	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	18	2	11	9	50	6	33	1	6	545	191	7	52	30	10	545	13987	4	51	31	13	543
<b>Gender</b>																						
Female	7	1	14	3	43	2	29	1	14	543	96	7	43	38	13	543	6886	4	49	33	14	542
Male	11	1	9	6	55	4	36	0	0	546	95	7	62	22	8	547	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										38	0	37	45	18	538	1917	1	31	41	28	536
No	18	2	11	9	50	6	33	1	6	545	153	9	56	26	8	547	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	1										5	100	0	0	0	570	450	25	72	2	1	557
No	17	1	6	9	53	6	35	1	6	544	186	5	54	31	11	544	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 75

School: Harpswell Islands School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										2	0	75	0	25	543	4	2	37	35	25	538
B. less than one hour	67	2	17	7	58	2	17	1	8	547	71	6	57	27	10	545	70	4	53	31	12	544
C. one to two hours	33	0	0	2	33	4	67	0	0	541	26	12	40	38	10	545	24	5	51	31	12	544
D. more than two hours	0										1	0	0	100	0	536	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	28	0	0	4	80	1	20	0	0	545	21	5	72	21	3	548	26	7	56	26	11	545
B. good	61	1	9	4	36	5	45	1	9	543	52	11	47	32	10	547	53	4	53	31	11	544
C. fair	6	0	0	1	100	0	0	0	0	542	21	0	51	38	10	542	18	2	41	39	17	540
D. poor	6	1	100	0	0	0	0	0	0	568	7	7	43	14	36	537	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	33	0	0	3	50	3	50	0	0	543	19	6	61	31	3	548	23	5	56	28	11	544
B. They match some of what I have learned.	39	1	14	2	29	3	43	1	14	540	43	9	51	30	11	545	48	5	52	31	12	544
C. They match just a little of what I have learned.	28	1	20	4	80	0	0	0	0	554	25	8	50	29	13	545	23	4	49	33	14	543
D. There is no match.	0										13	4	52	28	16	540	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	6	0	0	0	0	1	100	0	0	532	25	4	41	37	17	542	23	5	48	31	16	543
B. about the same as my regular schoolwork	59	1	10	3	30	5	50	1	10	542	55	6	52	31	11	545	58	4	52	32	12	543
C. easier than my regular schoolwork	35	1	17	5	83	0	0	0	0	552	20	16	66	18	0	551	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	39	1	14	2	29	4	57	0	0	544	9	6	35	47	12	542	33	5	51	31	14	543
B. a few times a week	50	1	11	5	56	2	22	1	11	545	25	4	65	21	10	546	45	4	52	32	11	544
C. once a week	6	0	0	1	100	0	0	0	0	556	13	4	50	29	17	544	8	4	50	30	16	542
D. a few times a month	6	0	0	1	100	0	0	0	0	542	53	10	51	30	9	546	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	17	0	0	1	33	2	67	0	0	538	16	3	65	23	10	544	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	33	0	0	2	33	3	50	1	17	538	37	1	42	45	11	542	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	11	0	0	2	100	0	0	0	0	551	22	15	44	24	17	545	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	39	2	29	4	57	1	14	0	0	553	25	13	68	15	4	551	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	50	1	11	3	33	4	44	1	11	542	24	4	50	35	11	544	47	4	51	32	12	543
B. a few times a month	33	1	17	4	67	1	17	0	0	550	31	5	57	29	9	545	27	5	54	30	11	544
C. once a month	11	0	0	2	100	0	0	0	0	548	14	30	37	26	7	551	10	5	49	30	15	543
D. never or almost never	6	0	0	0	0	1	100	0	0	534	31	2	58	27	14	543	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	56	1	10	5	50	3	30	1	10	544	27	8	61	27	4	547	46	4	52	32	12	543
B. a few times a month	22	0	0	2	50	2	50	0	0	545	24	4	46	35	15	544	28	5	53	30	12	544
C. once a month	6	0	0	1	100	0	0	0	0	542	18	12	41	32	15	545	11	4	47	34	15	542
D. never or almost never	17	1	33	1	33	1	33	0	0	549	30	7	56	26	11	545	15	4	50	30	16	542
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	534	50	0	0	100	0	534						
B.	0										50	0	0	0	100	526						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number